U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools):
(Check all that apply, if any)

☐	☑	☐	☐
Charter	Title 1	Magnet	Choice

Name of Principal: Ms. Cindy Bowman Ed.S

Official School Name: South Greene High School

School Mailing Address: 7469 Asheville Highway
                              Greeneville, TN 37743-7469

County: Greeneville   State School Code Number: 0080

Telephone: (423) 636-3790   E-mail: bowmanc2@greenek12.org

Fax: (423) 636-3791   Web URL: http://www.greenek12.org/sghs

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Vicki Kirk Director   Superintendent e-mail: kirkv@greenek12.org

District Name: Greene County Schools   District Phone: (423) 639-4194

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Roger Jones

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

Private Schools: If the information requested is not applicable, write N/A in the space.

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2005.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 11 Elementary schools
   (per district designation)   1 Middle/Junior high schools
                                         4 High schools
                                         0 K-12 schools
                                        16 Total schools in district

2. District per-pupil expenditure: 7111

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural

4. Number of years the principal has been in her/his position at this school: 9

5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	0	0	0		7	0	0	0
1	0	0	0		8	0	0	0
2	0	0	0		9	85	56	141
3	0	0	0		10	51	67	118
4	0	0	0		11	73	69	142
5	0	0	0		12	68	52	120
						Total in Applying School:		521

6. Racial/ethnic composition of the school:

0	% American Indian or Alaska Native
1	% Asian
1	% Black or African American
2	% Hispanic or Latino
0	% Native Hawaiian or Other Pacific Islander
96	% White
0	% Two or more races
100	% Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 11%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred *to* the school after October 1, 2009 until the end of the school year.	27
(2)	Number of students who transferred *from* the school after October 1, 2009 until the end of the school year.	30
(3)	Total of all transferred students [sum of rows (1) and (2)].	57
(4)	Total number of students in the school as of October 1, 2009	502
(5)	Total transferred students in row (3) divided by total students in row (4).	0.11
(6)	Amount in row (5) multiplied by 100.	11

8. Percent limited English proficient students in the school: 1%

Total number of limited English proficient students in the school: 3

Number of languages represented, not including English: 1

Specify languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 50%

Total number of students who qualify: 260

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 14%

Total number of students served: 71

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

0	Autism	2	Orthopedic Impairment
0	Deafness	9	Other Health Impaired
0	Deaf-Blindness	43	Specific Learning Disability
1	Emotional Disturbance	5	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
9	Mental Retardation	0	Visual Impairment Including Blindness
2	Multiple Disabilities	0	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	Full-Time	**Part-Time**
Administrator(s)	2	0
Classroom teachers	24	2
Special resource teachers/specialists	9	0
Paraprofessionals	1	0
Support staff	18	0
Total number	54	2

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:   17:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	95%	96%	97%	96%	97%
Daily teacher attendance	97%	96%	96%	95%	96%
Teacher turnover rate	6%	3%	3%	6%	3%
High school graduation rate	96%	98%	96%	93%	90%

If these data are not available, explain and provide reasonable estimates.

As the above chart indicates, our high school graduation rate dropped below 95% for two school years in 2005-2006 and 2006-2007. Since this time, we have utilized a credit recovery program, a credit option program, a diploma option program, and a summer school program for students who are behind in credits. This provides opportunity for students to make up classes after school or in the summer. In addition, the credit recovery program helps students recover classes if a student failed a class with a score of 55 or higher (on a 100 point scale.).

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	123
Enrolled in a 4-year college or university	36%
Enrolled in a community college	27%
Enrolled in vocational training	6%
Found employment	28%
Military service	3%
Other	0%
Total	**100**%

PART III - SUMMARY

Built in 1965, South Greene is a rural school of 521 students and 36 faculty members. Our successes are due to the dedication of our faculty and staff, along with tremendous support of our community. Our faculty, staff, students, parents, and the community take great pride in our school. Our mission and purpose is to empower students to be lifelong learners and help each student become respectful, productive, and self-sufficient citizens, with our school motto being, "Respect Reaps Rewards."

We face the same problems that all schools face, with many students from single parent homes, blended homes, foster care, and students in state custody. However, the staff, students, parents, and community members all believe that South Greene is worthy of Blue Ribbon status as we are constantly seeking to improve and expand the courses, programs, and activities for all subgroups of our student population. Our improving test scores and state report card are now reflecting the years of dedication of the entire South Greene community. Summaries of our state report cards are included in the last section.

As a staff, we are open to new ideas and suggestions on improving our school. In the opinion of our staff, this attitude of openness to new ideas has helped South Greene be successful. For example, our security officer and other staff members have been trained in professional crisis management and how to identify bullying. In the past few years, we have increased the amount of collaboration with our elementary schools in order to help students transition from elementary to high school. Our school district has a system-wide literacy goal, with our school now having specific objectives in literacy. Over the past five years, our school system has increased staff development opportunities, especially in the area of literacy. As we are on block scheduling, our system has conducted several training sessions on using a variety of brain-based teaching strategies and varying our instructional strategies in order to engage all types of learners.

In attempting to teach and motivate all sub groups of students, new course offerings include: distance learning classes; college dual enrollment classes; ACT prep classes; ESL classes; catch- up courses in content area reading, 9th grade math, 9th grade science, and bridge math; a new course for all freshman, called Career Management Success; a new Personal Finance class for seniors; two class periods used for both at-risk biology, English, and math students; and a pre-engineering class. In a new mentoring program, we are now helping all students complete career portfolios.

This year, we started a "Read All About It" activity three days a week for twenty minutes, in which all students in all classes are reading. To help students who would benefit from additional opportunities and/or who are behind in credits, we offer credit recovery, before/after school to make up assignments, after school tutoring, summer school, optional high school, and an alternative school. Starting this second semester, our staff has selected a dozen identified at-risk freshmen to personally mentor each week by keeping up with their grades, attendance, and behaviors by monitoring all of their classes and contacting the parents each week.

Our goal of academic success can also be seen in our academic competitions and programs. For example, we have had numerous local, regional, and even individual state winners in programs and contests of Future Business Leaders of America, Distributive Education Clubs of America, and Future Farmers of America. Our Mock Trial Team has advanced to the state level for twelve consecutive years, and has received many individual awards in this program. We have many students who participate in community organizations, such as the Greene County Leadership, Job Shadowing, and the Greene County School of Promise.

Communications with all stakeholders are provided by student, teacher, and substitute handbooks, newsletters, a new community safe phone system, two open house meetings for parents and students, an interactive television in the lobby for announcements, school calendars, a school website, the local

newspaper, and local radio. Community partnerships include local colleges who provide articulation agreements, dual enrollment, college night financial aid workshops, and programs for aspiring college students. Business partnerships also provide training and funds for special programs, such as band and distance learning classes. We have a strong Academic Booster Club, which provides funds for college scholarships and sponsors an academic awards night program for our students.

We have a rewards and incentive program for students who excel on the state tests and in the classroom. South Greene is very proud of its long tradition of providing excellent learning opportunities in a safe, nurturing environment, where we know each other personally and treat each other as family.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

South Greene High School is consistently performing at or above predicted scores on all state-mandated Gateway and End of Course assessments. In addition, our students have reliably performed above predictions on the mandatory TCAP Writing Assessment, according to the Tennessee Value-Added Assessment System. In the years from 2005 to 2009, math and language arts scores saw no significant gains or losses. With the exception of the 2007 language arts scores, at least 95% of all students scored proficient or advanced on state-mandated tests in these areas. This percentage was 99% or higher in math from 2005 to 2008.

In the past, there has been an increase in ACT composite scores for several consecutive years. Two years ago, Tennessee passed a law requiring all juniors to take the ACT Test. As a result, we experienced a slight decrease in the scores. Currently, one of our school goals is improvement of ACT scores for all subgroups. We now offer an ACT class to help students prepare for this state mandated test.

From 2009 to 2010, the state of Tennessee adopted new proficiency standards, which are parallel with those of the National Assessment of Educational Progress. Prior to 2009, the state used three categories: advanced, proficient, and below proficient. Now the state uses four categories: advanced, proficient, basic, and below basic. Under the old standards, proficient was any score above 70, whereas now proficient is 85 to 93, with basic being 70 to 85. A student scoring proficient is well prepared for the next level of study. Proficient is defined as a demonstration of mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the course level content standards.A student scoring proficient is well prepared for the next level of study. Finally, an advanced student would demonstrate superior mastery. Below basic means a student has not demonstrated mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the subject tested and are not prepared for the next level of study. Basic shows a partial mastery with minimal preparation for the next level of study.

This new state alignment towards ACT college readiness standards caused a huge drop in test scores across the state. With the new rankings, in math, Tennessee students dropped from 89% proficient or advanced to 49%. South Greene students scored 96% and 88% in 2009 and 2010, respectively. In language arts, scores state-wide fell from 94% proficient or advanced to 70%. Language arts scores fell from 94% in 2009 to 82% in 2010 at South Greene. Although a decrease occurred at South Greene, it was minimal compared to the drop observed across the state, as we only fell 8% in math and 12% in language arts.

When considering the 2010 language arts scores, the state of Tennessee reported a 36% gap between all students proficient and advanced and students with disabilities who were proficient or advanced. This performance gap was also seen at South Greene with a 40% gap. It should be noted that the state percentages were significantly lower in both subgroups. Nevertheless, South Greene administrators and teachers have taken several steps towards closing this gap. To begin, special education students are enrolled in inclusion biology, math, and English classes where both regular and special education teachers are present. After being dismissed from this class, they are "piggy backed" into a class with their special education teacher for reinforcement of the material covered that day. Tutoring is available before, during, and after the school day, and an ESL teacher is here for one class period each day. In addition, certain at-risk students are monitored weekly by the administration to keep missing assignments, behavioral issues, and attendance in check. A summer bridge program is also available for students needing additional remediation.

TVAAS predictions identify the potential for a student to score either basic or below basic based on past performance in certain subject areas. Therefore, it is possible to be proactive in placement and

remediation to encourage proficiency in the subject area. Last year, South Greene's percentage of advanced in language arts was slightly above the state average for all students. For the same period, percentage of advanced in math far exceeded state levels, with over half of South Greene students scoring advanced.

We continue to analyze and compare the data on all the state standardized tests, in particular looking at the scores for all subgroups. We use the data each year to develop our school improvement goals. This year our goals are to improve ACT scores and to promote literacy.

Our full state report card can be accessed at the website below:

http://edu.reportcard.state.tn.us/pls/apex/f?p=200:1:3773784210947962

2. Using Assessment Results:

Assessment data is constantly being utilized by the South Greene staff in planning curriculum strategies that promote student success in the classroom as well as preparing for future endeavors. For example, 8th grade scores from TCAP, EXPLORE, and teacher-made placement tests are evaluated and used for 9th grade placement in honors, regular academic, or remedial classes. Students with low reading or math scores are required to take Content Area Reading or an Inclusion English, Algebra, or Biology class.

Testing data is examined for clues to ensure needs of each subgroup are met. Furthermore, all teachers give a pre-test compiled from Tennessee state performance indicators at the beginning of a semester to avoid re-teaching skills already acquired. A post-test or Tennessee State End of Course test is required to determine success of the curriculum and teaching strategies as well as satisfy mandated state testing. In addition, the guidance counselor and individual teachers meet with students to review and discuss projected percentiles for state-mandated exams. The post-test or End of Course exams are used in determining final grades.

In Tennessee the EXPLORE, PLAN, and ACT standardized tests are given to 8th, 10th, and 11th graders respectively to facilitate students in choosing a high school path and future career. The EXPLORE examination is a valuable report in showing a student's strengths and weaknesses in four major subject areas: English, math, reading, and science. These projected scores help students decide career interests and, subsequently, course offerings in high school and in preparation for college. Standardized test scores are used to challenge students to excel academically.

Writing skills are critical to academic success; therefore, we strive to provide resources to enhance writing instruction. To prepare for the TCAP Writing Assessment, which is mandatory for 11th graders, practice writing sessions with prompts are conducted each semester. Each year our goals for the Tennessee School Improvement Plan are determined using End of Course, TCAP Writing, PLAN and ACT assessment data. Assessment scores decide staff development which facilitate educators in meeting the needs of our students, and new course offerings are the result of our analysis of the assessment data.

3. Communicating Assessment Results:

South Greene uses a variety of ways to communicate assessment results to all stakeholders. A student handbook is given to each student at the beginning of the school year and is available online for parents with not only school policies, but also explanations about data and its use for grading purposes. This website includes links to Greene County Schools, the Tennessee Department of Education including links to the curriculum standards, and the ACT website. At the start of each school year, class meetings are held to inform students of the testing procedures and standards, along with other school information.

Open house is conducted in the fall for all students and parents, with an 8th grade open house held in the spring for incoming freshmen and their parents. The assessment process and all state required tests are

explained in both of these meetings. Information is provided on such topics as: End of Course testing accounts for 20% of a students' final grade, the PLAN test is included in the fall semester average of sophomores, ACT scores are used to determine second semester grades for all juniors, and how to interpret value added scores. The local paper provides results and analysis of the report card for our county, including explanations of the value added scores, along with comparisons to other counties and the state.

We communicate various types of information through the local newspaper, local radio station, the local cable station, school newsletters, the South Greene website, and the Community Safe automatic phone system, in order to share information to all interested stakeholders within the community. For example, mid-term reports are sent home by way of students after four and a half weeks and grade cards are distributed every nine weeks. Parents of students not showing progress in a subject area receive a phone call, email, or letter from the corresponding teacher or administration to schedule a conference. Assessments are always reviewed in all IEP meetings that are held for special education students and parents.

Our goal is to provide relevant, up to date and useful information to each student and parent about the assessments that are required by our school system and the state of Tennessee. With this information and data, the students can make informed and responsible decisions concerning their academic programs for high school and college.

4. Sharing Lessons Learned:

Our sophomore English teacher, who was ranked number one in the state of Tennessee according to the state's accountability system, TVAAS, taught specific workshops concerning Language Arts within our school district. She collaborated with our feeder elementary schools in order to assist them in implementing successful Language Art's strategies into the curriculum. She provided in-service training opportunities related to both Language Arts and writing to English teachers in Upper East Tennessee. Our mathematics teachers regularly meet with our elementary feeder schools to share best practices and to align new standards to better prepare students for the transition to high school. This collaboration has resulted in a noticeable improvement in mathematics scores at the elementary level. In system wide in-service, our algebra teacher has taught technology courses such as Promethean boards, student response systems, and inter-write pads. Selected teachers partner with local colleges in teaching classes for both high school and college students. Our Personal Finance teacher has conducted numerous in-services on pod casting, internet safety, web-page design, and Microsoft Outlook. Our technology support staff has been extensively involved in system-wide training including the integration of technology into the classroom. The music teacher at our school presented workshops at the district level in integrating cooperative learning strategies into classroom instruction, as well as brain-based learning opportunities using music.

One of our special education teachers has conducted two symposiums, including one for the sixteen counties of Northeast Tennessee and one for the entire East Tennessee region. The topics of the symposiums included integrating special education students into the regular classroom, and the teaching strategies needed by the regular classroom teacher to enhance the success of the special education student in the classroom. Also, she has taught workshops in our district on how to integrate thinking maps in the classroom. The principal at our school has collaborated with two principals from Tennessee and Georgia, to develop the inclusionary classrooms. As a result, an additional period of instruction provided by the special education teacher is used to reinforce the classroom instruction of the regular classroom instructor. The term given for this practice of assisting the special education students in achieving success in a regular class is called "double-dosing" or "piggy-backing."

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

South Greene High School's core curriculum includes classes in mathematics, English, science, social studies, the arts, health and wellness, and foreign language.

In mathematics, classes offered include Math Foundations I and II; Algebra A, B, and C; Algebra A, B, and C honors; geometry tech, geometry, pre-calculus, advanced algebra/trigonometry; and dual enrollment probability and statistics. Special consideration is given to 9th graders before placing them in the appropriate math class. Each prospective 9th grader is given a placement test at the end of his/her 8th grade year. These scores, along with each student's test, grade history, and TVAAS predictions, help place each student in the appropriate math class in 9th grade. Also offered are remedial courses in math for 9th graders and Bridge Math for other struggling students.

In English, classes offered include content-area reading; English I; English I honors; English II; English II honors; English III; English III honors; English IV; English IV honors; and Dual Enrollment English Composition. We also have English as a Second Language (ESL), content-area reading (to be completed successfully by 9th graders before they take English I), and elective English classes that function as remediation for students who are below grade level.

In science, classes offered include environmental science; physical science; physical science honors; biology; biology honors; chemistry; physics; Biology II, geology, and wildlife management. At-risk biology students complete a three-hour block of biology each day. This three-hour block consists of two back-to-back biology classes , with the first class focusing on introduction of content and the second class focusing on reinforcement of content, homework completion, and study skills.

In social studies, classes offered include world history, world geography, U. S. history, U. S. history honors, government and economics, contemporary issues, and Bible history. A new required class, Personal Finance, has recently been added to help students learn the value of creating a budget and living within their financial means. Furthermore, 9th graders are now required by Tennessee to complete a Career Management Class. Students learn keyboarding and technology skills, explore various careers, and learn to compose resumes, cover letters, thank-you letters, and other types of written communication.

Teachers in the core classes have been trained to utilize varied instructional strategies to challenge and engage our students in meaningful learning experiences. The diverse faculty strives to expose students to a wide range of teaching methods. Our teachers employ whole class, group, and individualized instruction, brain-based instruction, modeling, peer teaching, student research, and technology-based instructional methods. Teachers plan their lessons based on state curriculum requirements while simultaneously providing opportunities for challenge, enrichment, and extra practice for students with differing abilities and learning styles. In 2012, Tennessee will be requiring students to pass 10 End of Course exams (5 are required for 2011), so teachers in the core classes provide students with a variety of test-taking strategies. These strategies can also be utilized by the students for passing chapter and unit tests in their different courses, required tests such as the TCAP Writing Exam (11th grade) and the ACT Test (11th grade), and for future tests at the university level. Additional skills that teachers in the core classes provide students include content-area mastery; problem solving; critical thinking; application of knowledge to real-world situations; and success in becoming independent, respectful, and productive members of society.

In addition to Spanish I and II, we now offer Latin I and II and French I and II, thanks to a generous funding of a distance-learning classroom by a community business. Two thirds of our students are enrolled in a foreign language.

The fine-arts program consists of Art I and II; music appreciation; chorus, theater arts, and band. The art and music students consistently produce quality and award-winning drawings, paintings, sculptures, and vocal performances. A local business provided the funding to re-introduce band to our school after an absence of twenty-five years. In its third year, the band is already the winner of numerous regional competitions and is recognized for its excellence.

The main function of the Wellness program is to reinforce the Coordinated School Health Program, which encourages students to maintain a healthy lifestyle. Other units which may be studied in the wellness program include bullying, abstinence education, drug awareness, conflict resolution, and development of ideal relationships. The physical education program includes regular and advanced physical education and weightlifting. The physical education program offers activities to enhance physical fitness through the implementation of the "Bigger, Faster, Stronger" program. Additionally, interested students may obtain a personal workout routine. As part of the fitness program, students and teachers now participate in twenty minutes of walking twice weekly. The family and consumer science classes stress the value of sensible eating habits. Through education and hands-on food preparation, these classes teach students the importance of proper nutrition for lifelong health benefits.

2. Reading/English:

The English Curriculum at South Greene High School focuses on expanding vocabulary, basic literacy, the proper use of language for personal and public reasons, increasing writing proficiencies, and the development of an appreciation for various types of literature. Each year in the English curriculum, the plan of study is meant to build on previously acquired skills while expanding the student's exposure to the realm of literature and written language. The freshman and sophomore curriculum focuses on a variety of fiction, short stories, nonfiction articles, independent novels, poetry and dramatic works. The junior curriculum is structured around American Literature. This includes short stories, poetry, novels, and dramatic works written by American authors. British works are covered during a student's senior year. These include epic novels, Shakespearean works and many other major British selections. Furthermore, the department strives to create curriculum enhancing opportunities through the use of community productions, guest speakers, and various other media sources.

The English department strives to meet the needs of all students at South Greene High School through many innovative and trusted methods. The English department uses guided reading, modeling, and phonemic awareness to help meet the needs of struggling students while continuing to meet the needs of advanced students through the use of independent reading, research projects, and vocabulary development. Honors classes in English are offered at each grade level. Seniors may also choose to take dual-enrollment with an area community college and have the credit count for high school and college credit. In addition, South Greene High School has added inclusion classes in English I and English II. This allows students with difficulties to have the benefit of two teachers in the classroom. English I students that are identified as needing further help are being "piggy backed." The concept of piggy backing is conducted in the English classes and provides the opportunity for struggling students to spend an entire extra class period in English to reiterate skills. The students receive an elective English credit while reinforcing the English I skills. The addition of a content area reading class has also been beneficial in creating a safe nurturing environment for students that need extra attention in reading.

3. Mathematics:

The mathematics department curriculum is held to a high standard, as the state now requires students to take four math classes while in high school. South Greene's math curriculum includes the following classes: Algebra I, Algebra I Honors, Algebra II, Algebra II Honors, Geometry, Geometry Tech, Pre-Calculus, Advanced Algebra/Trigonometry, and Bridge Math. We are also teamed with Walters State Community College with Dual Enrollment Classes. The students are able to take Probability and Statistics or Finite Mathematics. Since we are on the block schedule, we want our students to achieve maximum knowledge for their Gateway/End of Course Tests. Within the past three years, the algebra courses were

changed by the state from Gateway Testing to the End of Course Tests. In addition, the state added an End of Course Test in Algebra II.

Tutoring is given before and after school by the math teachers, with no supplement being paid. We do this tutoring because we want all students to succeed in meeting the standards. By coming in early and staying late, students receive extra instruction on the concepts and standards. In addition, we offer a class for those algebra students struggling in math. This inclusion class is held for two classes, which is called "piggy backing." The algebra teacher teaches one class and the second class is taught by the special education teacher. By using two class periods, the students have been able to pass the Gateway or the End of Course Tests. These students receive Algebra I credit and an elective math credit.

South Greene has been able to offer a Distance Learning Geometry class with Hawkins County. More classes will be offered in the future and possibly to the elementary schools. We also offer an ACT Preparation Class which rotates between a math class and an English class. A certified math teacher preps the students for the math part on the ACT. A Bridge Math class is now being offered to seniors who have not scored an 18 on the ACT test. This class will also be used for seniors who need the fourth credit in math. We use TVAAS data and placement tests to determine the transition for our incoming freshmen. This information has been very useful in helping place students in the appropriate classes.

4. Additional Curriculum Area:

The social studies department of South Greene strives to connect students with real life situations and learning from past history. Course offerings, including Bible history, contemporary issues, government, economics, street law, U.S. history, world history, and world geography. These courses examine societal tensions such as geo-political conflicts, cultural clashes, globalization, world economies, and a litany of additional subject matters, and bring the larger world to our rural school.

Through the social studies curriculum, students are actively engaged in a wide array of literary genres. Reading selections are drawn from primary sources, periodicals, newspapers, nonfiction, historical fiction, folktales, biographies, and poetry. Additionally, students are required to utilize higher levels of Bloom's taxonomy as students analyze, synthesize, and evaluate data through projects, debates and/or presentations. The content area lends itself to critical thinking as students are required to present wide array of possible solutions to complex domestic and world issues. Furthermore, this year, our school system added Personal Finance as a required class for all seniors.   In this course, students are taught the value of money, how to manage personal income, evaluate investments, eliminate debt and track expenses, and plan for their financial future.

Technology is widely used in the classrooms through various forms of presentation software, podcasting, Promethean boards, Smart boards, Elmos (document cameras), video casting, video conferencing, wireless internet, and projectors. Utilizing technology prepares students for advanced applications in college and the workplace. The more interface time students have with various technological tools, the more effective they will be in post secondary careers. Moreover, technology allows students to connect to the outside world. Through distance learning and virtual field trips, students are able to remotely explore their world without leaving the confines of the classroom. On-line courses are also utilized as well as dual enrollment classes with local colleges.

5. Instructional Methods:

The faculty, staff, and administration at South Greene High School strive to meet the diverse needs of all learners through differentiated and innovative teaching strategies and methods. Higher order thinking is encouraged through the use of guest speakers, debating, oral presentations, virtual field trips, open-ended questioning, student centered projects and research methods. Students are encouraged to gain ownership of the material taught and to excel in placing skills in long term memory. Faculty and staff use differentiated instructional methods to ensure that all subgroups are taught in a meaningful manner. Examples of instructional methods include: whole class, group, and individual instruction,

brained-based graphic organizers, Marazono's strategies, Bloom's Taxonomy, and Thinking Maps just to name a few. For example, the English department uses open ended debates, peer group instruction, direct instruction, individual instruction, and visual and auditory learning activities on any given day. The history department uses graphic organizers, direct instruction and oral presentations to teach respective curriculum standards. We constantly strive to vary delivery methods to ensure overall mastery of each and every skill. Our staff has been trained, by Marcia Tate, in brain-based teaching strategies.

Students that are struggling in the classroom have many opportunities to have their individual needs met at South Greene. English as a second language students receive tutoring to increase skill levels and to ease the language transition gap. South Greene has implemented a "Piggy Back" program in the English, Math, and science departments; this allows students that are below grade level an extra class period reviewing and revisiting core curriculum skills. The students gain much needed confidence and increase their success on state mandated tests. In addition, students that are struggling have the opportunity to attend tutoring and our second chance program each afternoon throughout the school year. Students that are falling behind may catch up in a friendly structured environment. Furthermore, South Greene also utilizes alternative texts, hands on projects, modified testing, and alternative testing formats to help students display their comprehension of skills.

6. Professional Development:

The Greene County schools provide professional development opportunities based on two objectives. The first objective of the system's professional development program is to share best practices in teaching strategies, improve classroom management, align curriculum standards, and integrate technology into the classroom. The second objective of the system's professional development is to provide specific trainings for each grade level, including aligning ACT standards into the curriculum, integrating writing across the curriculum, and creating a school-wide vision for literacy improvement.

South Greene High school's faculty collaboratively produced vision statements, including goals and strategies, for increasing student achievement in literacy and ACT scores. Professional development has been provided to the faculty on the literacy goal by a literacy expert, and by a school administrator who has been trained in strategies that utilize writing across the curriculum. In addition, the faculty has received training on improving ACT scores from two other presenters. Our school is striving to improve student success in the classroom through immersion of literacy, raising ACT scores by improving reading comprehension, and providing students the opportunity to develop their critical thinking skills in solving problems. Both the literacy and ACT visions are aligned with the district and state curriculum standards.

Our staff shares professional development opportunities with our elementary schools. Our district has received training on brain based-learning, presented by Dr. Marcia Tate. This training has helped our teachers with teaching strategies to reach and teach all types of learners. Also, all teachers in our system have received training on how to interpret and evaluate test scores for the purpose of placing students in proper classes and to help all students in being college and career ready. Test scores for several of the elementary teachers have seen improvement due to the professional development opportunities provided by the members of the South Greene High School faculty.

Professional development, for both South Greene and the elementary feeder schools, has been scheduled for this summer. This training will center on the FTTP and STEM initiative. The administrator from the high school, an elementary administrator, and teachers who have attended training in STEM will lead the activities. The collaboration in professional development has allowed our students to achieve greater success in the classroom as seen by our scores on state mandated tests.

7. School Leadership:

The South Greene administrative team is made up of one principal and an assistant principal. The two administrators work collaboratively to ensure the district school policies and procedures are implemented and followed. The administrators model lifelong learning and encourage the staff to pursue advanced

degrees as a part of the continuous improvement process. The philosophy of the administrators is pragmatic, based on the ideas that all students are capable of learning and empowering teachers to take an active role in the decision making process. Based on the Bolman and Deal (2007) governance structure model, the administrators at South Greene have implemented a humanistic approach with the belief that the school should provide a nurturing and safe environment for all stakeholders.

The administrative staff has been influenced by research based best practices in ensuring that all students at the school have the opportunity to achieve success. The school utilizes all funding resources to implement quality programs focusing on improving academic achievement. Special education students are provided inclusion classes as well as a system of "piggy backing" that allows the students to receive extended instruction, as well as tutoring and one-on-one assistance. Students who have received failing grades may participate in credit recovery in order to receive a passing grade for the class. All students are required to write persuasive essays in all classes. Given the fact that all students are required by the state to take the ACT test, an ACT Preparation Class is provided for all juniors. Distance learning provides students the opportunity to take additional courses not offered at South Greene, such as Latin, French, and ESL classes.

This year, freshmen are required to take a Career Management Success course in which careers, technology, study habits, and citizenship are emphasized. Tutoring is available two times a week during the school day. Three times per week, students read during an activity called "Read All About It ." Students can receive mathematics tutoring both before and after-school. Students who have been absent or have missing assignments have the opportunity to make up the work in the after-school program. Each teacher is involved in a new mentoring program in assisting students in academic planning and career portfolios. A positive school climate and improved relationships with all stakeholders has developed from our team approach in helping students succeed. The goal of the leadership team is to prepare all students to be career and college ready.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 10 Test: Gateway/End of Course

Edition/Publication Year: 2005-Updated yearly Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% basic/proficient/advanced	96	97	99	92	95
% advanced	19	75	79	64	60
Number of students tested	144	124	115	134	131
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% basic/proficient/advanced	75	95	99	88	95
% advanced	20	67	74	64	59
Number of students tested	73	53	48	73	51
2. African American Students					
% basic/proficient/advanced					
% advanced					
Number of students tested					
3. Hispanic or Latino Students					
% basic/proficient/advanced					
% advanced					
Number of students tested					
4. Special Education Students					
% basic/proficient/advanced	78	100		75	85
% advanced	0	66		40	25
Number of students tested	14	16		21	27
5. English Language Learner Students					
% basic/proficient/advanced					
% advanced					
Number of students tested					
6.					
% basic/proficient/advanced					
% advanced					
Number of students tested					

NOTES: Data in this chart is for mandated Gateway/End of Course Tests for English II. Gateway Tests were used from 2005-2009, with 3 categories: advanced, proficient, and below proficient. More rigorous End of Course Tests replaced Gateways in 2009-2010, with four categories: advanced, proficient, basic, and below basic. To help clarify the new terms, for 2009-2010, to be advanced, a student must score 93 or above (on a scale of 100); to be proficient, a student must score 85 to 93; and to be basic, a student must score 70 to 85. Data for % basic/proficient/advanced is not available on state report card for populations of students with less than 10 students are tested in a sub-group; therefore, percentages are not populated in selected cells on this chart.

11TN1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 9 Test: Gateway/End of Course for Algebra I

Edition/Publication Year: 2005-updated yearly Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% basic/proficient plus advanced	99	96	100	99	99
% advanced	53	68	79	68	80
Number of students tested	72	137	123	163	130
Percent of total students tested	100	99	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% basic/proficient plus advanced	99	98	100	100	99
% advanced	50	62	73	69	74
Number of students tested	28	58	40	82	52
2. African American Students					
% basic/proficient plus advanced					
% advanced					
Number of students tested					
3. Hispanic or Latino Students					
% basic/proficient plus advanced					
% advanced					
Number of students tested					
4. Special Education Students					
% basic/proficient plus advanced		89		100	
% advanced		22		39	
Number of students tested		26		28	
5. English Language Learner Students					
% basic/proficient plus advanced					
% advanced					
Number of students tested					
6. Largest other subgroup: none					
% basic/proficient plus advanced					
% advanced					
Number of students tested					

NOTES: Data in this chart is for mandated Gateway/End of Course Tests in Algebra I. For the past 5 years, the only state test for math has been Algebra I. Starting in spring of 2010-11, the state added a test in Algebra II, with data being incomplete; however, the state has informed us that our school average for this test was 89 (on a scale of 100). Gateway Tests were used from 2005-2009, with 3 categories: advanced, proficient, and below proficient. More rigorous End of Course Tests replaced Gateways in 2009-2010, with 4 categories: advanced, proficient, basic, and below basic. To help clarify the new terms, for 2009-2010, to be advanced, a student must score 93 or above (on a scale of 100); to be proficient, a student must score 85 to 93; and to be basic, a student must score 70 to 85. Data for% basic/proficient/advanced is not available on state report card for populations of students when less than 10 students are in a subgroup; therefore, %'s are not populated in selected cells on this chart. For 2009-10, the # of special education students tested was low due to many of these students being in a prep math class for Algebra I. These students will be taking the course and test in 2010-11 year.

11TN1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% basic/proficient plus advanced	99	96	100	99	99
% advanced	53	68	79	68	80
Number of students tested	72	137	123	163	130
Percent of total students tested	100	99	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% basic/proficient plus advanced	99	98	100	100	99
% advanced	50	62	73	69	74
Number of students tested	28	58	40	82	52
2. African American Students					
% basic/proficient plus advanced					
% advanced					
Number of students tested					
3. Hispanic or Latino Students					
% basic/proficient plus advanced					
% advanced					
Number of students tested					
4. Special Education Students					
% basic/proficient plus advanced		89		100	
% advanced		22		39	
Number of students tested		26		28	
5. English Language Learner Students					
% basic/proficient plus advanced					
% advanced					
Number of students tested					
6. Largest other subgroup: none					
% basic/proficient plus advanced					
% advanced					
Number of students tested					

NOTES: This is the same chart that is listed under mathematics, grade 9. Data in this chart is for mandated Gateway/End of Course State Tests for Algebra I. For the past 5 years, the only state test for math has been Algebra I. Starting 2010-11 school year, an Algebra II state test has been added, but data is incomplete; however, we were informed by the state that our school average on this Algebra II test is 89 (on a scale of 100). Gateway Tests were used from 2005-2009, with 3 categories: advanced, proficient, and below proficient. More rigorous End of Course Tests replaced Gateways in 2009-2010, with 4 categories: advanced, proficient, basic, and below basic. To help clarify the new terms, for 2009-2010, to be advanced, a student must score 93 or above (on a scale of 100); to be proficient, a student must score 85 to 93; and to be basic, a student must score 70 to 85. Data for % basic/proficient/advanced is not available on state report card for populations of students when less than 10 students are in a subgroup; therefore, %'s are not populated in selected cells on this chart.

11TN1

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% basic/proficient plus advanced	96	97	99	92	95
% advanced	19	75	79	64	60
Number of students tested	144	124	115	134	131
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% basic/proficient plus advanced	75	95	99	88	95
% advanced	20	67	74	64	59
Number of students tested	73	53	48	73	51
2. African American Students					
% basic/proficient plus advanced					
% advanced					
Number of students tested					
3. Hispanic or Latino Students					
% basic/proficient plus advanced					
% advanced					
Number of students tested					
4. Special Education Students					
% basic/proficient plus advanced	78	100		75	85
% advanced	0	66		40	25
Number of students tested	14	16		21	27
5. English Language Learner Students					
% basic/proficient plus advanced					
% advanced					
Number of students tested					
6. Largest other subgroup: none					
% basic/proficient plus advanced					
% advanced					
Number of students tested					

NOTES: Data in this chart is for mandated Gateway/End of Course State Tests for English II. Gateway Tests were used from 2005-2009, with 3 categories: advanced, proficient, and below proficient. More rigorous End of Course Tests replaced Gateways in 2009-2010, with 4 categories: advanced, proficient, basic, and below basic. To help clarify the new terms, for 2009-2010, to be advanced, a student must score 93 or above (on a scale of 100); to be proficient, a student must score 85 to 93; and to be basic, a student must score 70 to 85. Data for % basic/proficient/advanced is not available on state report card for populations of students when less than 10 students are tested in a subgroup; therefore, %'s are not populated in selected cells on this chart.

11TN1